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**2003-2004 No Child Left Behind---Blue Ribbon Schools Program**

**Cover Sheet**

Name of Principal: Mr. Duane Motzko  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Eagle Valley Elementary  
(As it should appear in the official records)

School Mailing Address: 106 Frank Street South

Clarissa Minnesota 56440-0468  
City State Zip Code+4 (9 digits total)

Tel. (218) 756-3631 Fax (218) 756-2560

Website/URL: www.evps.k12.mn.us E-mail: dmotzko@evps.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Duane Motzko Date February 9, 2004  
(Principal's Signature)

Name of Superintendent\* Mr. Dale Svaren  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eagle Valley Public Schools Tel. (218) 738-6442

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Dale Svaren Date February 9, 2004  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Robert Winkler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Robert Winkler Date February 9, 2004  
(School Board President's/Chairperson's Signature)

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

1. Number of schools in the district:      1   Elementary schools  
           Middle schools  
           Junior high schools  
      1   High schools  
           Other (Briefly explain)  
      2   TOTAL
  
2. District Per Pupil Expenditure:                         \$8079       
     Average State Per Pupil Expenditure:                \$7745
  
3. Category that best describes the area where the school is located:  
     [    ] Urban or large central city  
     [    ] Suburban school with characteristics typical of an urban area  
     [    ] Suburban  
     [ X ] Small city or town in a rural area  
     [    ] Rural
  
4.   6   Number of years the principal has been in her/his position at this school.  
            If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	7	8	<b>15</b>		<b>7</b>			
<b>1</b>	19	13	<b>32</b>		<b>8</b>			
<b>2</b>	10	10	<b>20</b>		<b>9</b>			
<b>3</b>	7	6	<b>13</b>		<b>10</b>			
<b>4</b>	19	18	<b>37</b>		<b>11</b>			
<b>5</b>	11	15	<b>26</b>		<b>12</b>			
<b>6</b>	24	10	<b>34</b>		Other			
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>					<b>177</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>99</u>         | % White                          |
| <u>0</u>          | % Black or African American      |
| <u>1</u>          | % Hispanic or Latino             |
| <u>      </u>     | % Asian/Pacific Islander         |
| <u>      </u>     | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 4.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	8
<b>(4)</b>	Total number of students in the school as of October 1	178
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0449438
<b>(6)</b>	Amount in row (5) multiplied by 100	4.49

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: Not Applicable  
Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %  
111 Total Number Students Who Qualify

10. Students receiving special education services:  $\frac{14}{25}$  %  
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>3</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>      </u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>31</u>	<u>0</u>

12. Average school student-“classroom teacher” ratio: 17.7/1

- 13.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	96%	95%	96%	95%
Daily teacher attendance	96%	96%	97%	96%	98%
Teacher turnover rate	0%	0%	6%	0%	11%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003. **Not Applicable**

Graduating class size	<u>      </u>
Enrolled in a 4-year college or university	<u>      </u> %
Enrolled in a community college	<u>      </u> %
Enrolled in vocational training	<u>      </u> %
Found employment	<u>      </u> %
Military service	<u>      </u> %
Other (travel, staying home, etc.)	<u>      </u> %
Unknown	<u>      </u> %
<b>Total</b>	100 %

### **PART III - SUMMARY**

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Eagle Valley Elementary is a K-6 school with 180 students located in Clarissa, a small rural community in Todd County, Minnesota. Sixty-one percent of the students come from families that qualify for free and reduced lunches. Forty-five percent of the student body is female, and fifty-five percent is male. Seven and three tenths percent of the students are in Special Education Programs. There is no appreciable number of students in the other demographics. Many residents do not have a higher education and do not value or feel a quality education is important for their children.

Our goal is to provide a caring and educational environment where staff, parents, and community members work together to show the importance of a good education. We have implemented many educational experiences for our students that involve individuals from outside the school. We strive to use scientifically based programs that utilize technology to provide students the tools and knowledge they require to meet their individual needs and to be successful and useful members in society.

The teaching staff has between 17 and 30 years of experience and is very knowledgeable and caring. We continually hear parents, community members, and others from outside our community remark how caring and friendly the staff is and how they can feel this as they walk down the halls of the school building. This is important, as a major role of our school is to make parents and community members feel welcome in our school and to get them involved with the students' education. A child's education needs to begin at an early age, and the parents are the primary people responsible for this. Parents get involved early in their child's education by enrolling their child in our Early Childhood Collaborative Program (ECSE, ECFE, Preschool, and Headstart). In Kindergarten and the primary grades, parents are guest readers in their child's classroom, are invited to take part in special events in the classroom, and are encouraged to present topics of interest to them. An effort is made to visit places in the business district so community members become active members in each child's education. As students enter the intermediate grades, they are involved with many opportunities including Jr. Great Books, chess, science trunk presentations, Science Fair competitions, Math Master's competitions, and many other gifted programs. Many of these are taught or assisted by parents and members of the community. Every student in the school is required to read for 20 minutes a night with their parents. Each student is also required to do Star Testing in both Math and Reading at least twice a year. This is a computerized program that determines an individual's reading or math level. Once tested, students are then placed in the Accelerated Reading and Accelerated Math programs where they are assigned work at their ability level and then tested. These programs, along with the 20 minutes of at home reading a night, have been very instrumental in our school's success. Children enjoy the feeling of success when doing assignments according to their ability level, and of being able to meet the goals that they set for themselves. The school provides an Accelerated Reader Store twice a year for the students. They earn points by passing the Accelerated Reader quizzes which can then be used to purchase items at the store.

Over the past decade our school has strived to stay abreast of technology. We have a computer on every teacher's desk for their use, at least one computer in each classroom for student use, a computer lab with 25 computers, access to the internet on almost every computer in the building and PDAs for each student in our sixth grade class. The PDAs have a wireless Internet connection and are used in the Spelling, Social Studies, and Math curriculum areas. Students are allowed to take them home in the evenings.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1.

Grade 3 Students had the Following Results

<b>Reading:</b>	<b>Level I</b>	<b>Level IIa</b>	<b>Level IIb</b>	<b>Level III</b>	<b>Level IV</b>
% of students	0%	3%	22%	57%	19%
<b>Math:</b>	<b>Level I</b>	<b>Level IIa</b>	<b>Level IIb</b>	<b>Level III</b>	<b>Level IV</b>
% of students	0%	3%	16%	59%	22%

These scores indicate that no students were in level I, or at risk of not being able to pass the Basic Skills Tests in 8<sup>th</sup> grade. Students in this group need supplemental help early to have a good chance of passing the Basic Standards Test the first time. 3% of the third grade students were in level IIa for both reading and math. These students have partial knowledge and some skills necessary to pass the Basic Standards Test. These students may benefit from some supplemental instruction to increase their chances of passing the Basic Skills Tests on their first try. Students in Level IIb are successfully working on grade level and have a good chance of passing the Basic Standards Test on their first try. Students in level III demonstrate competence in knowledge and skill and have a high probability of passing the Basic Skills Tests on their first try. The students in level IV demonstrate advanced performance, knowledge, and skills and have a very high probability of passing the 8<sup>th</sup> grade Basic Skills Tests the first time. Therefore, 97% of our students in third grade have a good to very good chance of passing the Basic Skills Tests the first time. The remaining 3% may pass the tests without any additional help, or may require some supplemental help to pass the tests the first time.

Grade 5 students had the following test results.

<b>Reading:</b>	<b>Level I</b>	<b>Level IIa</b>	<b>Level IIb</b>	<b>Level III</b>	<b>Level IV</b>
% of students	3%	18%	9%	44%	26%
<b>Math:</b>	<b>Level I</b>	<b>Level IIa</b>	<b>Level IIb</b>	<b>Level III</b>	<b>Level IV</b>
% of students	3%	12%	24%	44%	18%

3% of our fifth grade students in both reading and math fell into level I. These students will require supplemental learning opportunities to get them to a level where they will be able to pass the Basic Standards Test the first time. Students in Level IIa have partial knowledge and some skills necessary to pass the Basic Standards Test. These students may benefit from some supplemental instruction to increase their chances of passing the Basic Skills Tests on their first try. Students in Level IIb are successfully working on grade level and have a good chance of passing the Basic Standards Test on their first try. Students in level III demonstrate competence in knowledge and skill and have a high probability of passing the Basic Skills Tests on their first try. The students in level IV demonstrate advanced performance, knowledge, and skills and have a very high probability of passing the 8<sup>th</sup> grade Basic Skills Tests the first time. In summary, 3% of our students (level I) will likely require supplemental instruction if they are to pass the Basic Skills the first time. Anywhere from 79% to 97 % of the students in Reading and 85% to 97% of the students could likely pass the Basic Skills Tests on the first try without any additional help.

2. School wide test results are carefully gone over to determine what aspects of the Reading and Math curriculum can/need to be improved. This information is used when looking at new textbooks, programs, and educational resources. It helps us to determine which academic areas need attention, and what parts of the Reading and/or Math curriculum needs to be addressed. As a result of this information, our school has implemented several new programs, and has made a concerted effort to improve and update these programs.

Along with the school wide test results, we look at the results for each individual student. We check to see if they are proficient, making the grade, or if they need to have additional learning opportunities in Reading and Math. We provide extra learning opportunities starting with those who have the greatest need and working toward the more proficient students as funds allow. Our extra learning opportunities are based on individualized instruction, scientific research, and technology when possible. The use of technology has enabled us to consistently meet the individualized needs of students by leaving the machines do much of the busy work of correcting and assigning, thus allowing the teacher more freedom to address individual problem areas with students.

3. We provide our parents with information regarding their child's progress and performance at school in a wide variety of ways. Copies of their child's Minnesota Comprehensive Testing Results along with letters explaining how to read the reports are mailed to the parents. Report cards, mid-term reports, monthly newsletters, Accelerated Reading and Math, and Star Reading and Math reports are given to parents at various times throughout the year. These reports are shared with the student at school and then sent home for the parents to view. Parent Teacher Conferences are held twice a year (92% of our students had parents in attendance this fall), and parents know that they are always welcome to set up additional conferences whenever they feel the need. Parent, teacher, and/or student meetings, telephone calls, letters, and daily assignment notebooks (which are signed nightly by parents) are also used to keep parents, students, and the school informed about individual student need and progress. Weekly reading charts are sent home (each student is required to read or to have someone read to them 20 minutes each night), signed, and returned by the parents each week.

Other members of the community are kept informed of school performance through state reporting procedures such as the Student Accountability Report (SAR), publishing of the school's Minnesota Comprehensive Test results, quarterly newsletters mailed to all residents in the school district, newspaper articles, special meetings and presentations for the public, and announcements over the area's radio stations.

Parent and community volunteers are in our school on a regular basis. They are vital in maintaining many of the educational activities that occur at our school as well as allowing the volunteers a chance to see first hand what is happening in the school.



4. Our school belongs to the Freshwater Education District (FED). This is a cooperative consisting of twelve school districts. We have regularly scheduled principals' and superintendents' meetings during the school year to discuss topics of interest such as federal and state laws affecting schools, trends in education, FED workshops and in-service programs, successful programs in member schools, etc. At these meetings our school has and will continue to share programs and curriculums that have helped our students to be successful on the MCA, the Basic Standards Tests, and other areas of student involvement.

Our school has always opened its doors to personnel from other schools to allow them to observe our programs during the regular school day. We allow the visiting staff members time to ask questions and for hands on experience with hardware, software, etc. When applicable, programs, techniques, curriculum, etc. will be presented at workshops and meetings to colleagues and others who have an interest in the programs and techniques used by our school.

Good news at our school is always publicized in the local newspaper. Successful programs and student successes are published to let the community and others know what is working at Eagle Valley Elementary. These articles sometimes peak the interest of others outside of our community who then call to arrange for the sharing of additional information.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Our school's curriculum consists of the following core subject areas: Reading, Math, Spelling, Science, Social Studies (Geography), Music, Art and Physical Education. In addition, Spanish is offered to students who wish to learn the language. Although it is not required for a K-6 school system, we feel it is important because Spanish is being spoken much more commonly in our country, and because we have seen a large increase in the number of Spanish speaking people in our community and the surrounding communities. Our reading curriculum consists of the Scott-Foresman Series in Grades K-6. It is a phonics based curriculum that incorporates a whole language approach. Therefore, along with reading, spelling and writing are also taught. The continuity of using the same series in all grades in the school helps us to make sure that all students are taught the various aspects of reading, spelling and writing throughout their elementary years. It also ensures that all grades are using the same format, vocabulary, and approach when teaching Reading. The textbook is designed around the graduation standards set by the federal government and is therefore based on high standards.

The Math curriculum uses the Heath Math series as its textbook. It offers challenging work that is based on mental math, basic math, number sense, word problems, higher order thinking skills, etc. Along with the Math series, all students use the Accelerated Math program. The program is a computerized program from Advantage Learning Systems. It tailors the student's worksheets to their individual math abilities. This way we are able to provide all students with the grade level curriculum from the textbook while also providing each student with practice and learning opportunities at their own ability level.

Spelling is taught through the McDougal Lintell series. It stresses the phonetic approach to spelling and matches our approach to teaching reading.

Our Science curriculum centers on the Holt textbook and the use of Foss Kits. Foss kits are compiled and our science curriculum has been realigned to match the graduation standards.

The Social Studies curriculum is based on the McGraw Hill series.

Music books are from the Silver Burdett and Ginn Company.

The Health/Physical Education curriculum uses the Laidlaw series and the Skills for Growing Program.

Art uses the Hubbard series for their textbooks. Like all of the above subject areas, the teachers have gone through and realigned the curriculum to closely correlate with the graduation standards. The textbook is used to help present the major ideas in the curriculum and to help us maintain a consistent scope and sequence. Many other programs and informational sources are also used to help supplement the course work and to allow for hands on experiences.

In addition to the above mentioned information, each teacher designates a small portion of the day for Daily activities in Language, Math, Science and Reading.

2. Eagle Valley Elementary believes that all students can learn to read, and that in order for this to happen, it takes involvement and encouragement from many sources. The four main sources are the student, their parent/s, the school system, and the rest of the community.

Our school uses the Scott Foresman Reading Series. This series incorporates phonics, writing, and spelling into the scope and sequence at each grade level. We believe that students need to learn their letters, sounds, and combined letter sounds to be able to decipher words. Without being able to decipher words, they will never be able to fully comprehend what they are reading.

In addition to the reading textbook, we have used Star Reading and Accelerated Reading at our school for a number of years. This allows us to refine the students' reading materials to their ability level. This prevents frustration from trying to read books that are too hard, but at the same time allows for challenging reading by the students. Students are tested on each book they complete and earn points for the number of questions they answer correctly on the quiz. Teachers assign a certain number of books for each student to read during the grading period, a certain number of which have to be Accelerated Reading Books. Students also set individual goals for themselves. Twice during the year, students are allowed to spend the points they earn at the Accelerated Reading Store. This incentive program helps motivate students and participation in the program has increased by leaps and bounds with each successive year.

Twenty minutes of at-home reading is required of each student, and volunteer readers are brought in to the school on a regular basis to read books to students. Parents are encouraged to be role models for their children by serving as volunteer readers. We have had extremely good participation from our parents with this and many other volunteer programs at our school.

3. Our Math curriculum consists of the Heath textbook and two software programs. The textbook is used by all students at a given grade level. This is done to ensure that all students are exposed to and attain the necessary information they need to pass their

grade level and to be successful in the next grade level. Not all students successfully attain that knowledge, but by being in class and listening to the presentation, they are at least exposed to the information and have the opportunity to do the practice exercises associated with it. This will make it easier for them to grasp the knowledge when they are developmentally ready to do so.

Star Math (a software program that tests a student's ability level) and Accelerated Math (a software program that assigns and grades student work based on their ability level) are used to provide each student with work that is at their level of understanding. This ensures that the student will always be working on objectives that are important for their learning, and that the student will not become frustrated with work that is above their ability level. It also ensures students are not going through the motions with work that they have already mastered. The program also continually assigns types of problems that the students have successfully answered as a means of review. It eventually tests the students for mastery of this material. There are three types of assessments (practice, exercise, and test) the students work on with this program.

Students are also assigned Daily Math problems each day. This takes only a few minutes to complete, but students review work already mastered, practice work they are currently doing, and experience new problems they have not yet encountered in the math series. These programs teach, review, and help students master the basics, as well as providing enrichment and advanced math work for those who are able to handle it.

4. There are a large number of instructional methods used by the staff at Eagle Valley Elementary. Staff members use a variety of large and small group presentations, individual instruction, and technology assisted methods along with techniques that are directed toward audio, visual, and hands on learners. Some of the large and small group presentations include classroom lectures, guest speakers and demonstrations by parents/family/friends/community members, lyceums, plays, role playing, peer instruction, presentations by older students, note taking, games (designed around a particular concept being taught or reviewed), and computer assisted instruction and review including knowledge bowl.

Individual methods involve direct student instruction by teachers, paraprofessionals, parents, and community members. Students teaching their peers and younger students are also very effective methods. The use of the internet and computer software allows students to proceed at their own pace with work designed for their ability level. This has been particularly effective in our reading and math curriculum. Mainstreaming students when they are able to work with their regular education classmates and using pull-out programs when they are not allows us to individualize each student's program to meet particular needs and learning style.

Technology has become increasingly more important during the school day. Students receive instruction via the Internet, cable TV, overheads, DVD, and videocassette. Computer based curriculums in reading and math are used for all of our students. Students not working up to grade level are assigned work on additional computer curriculums designed to individualize the student's work to their ability level. This is particularly helpful when trying to keep students in the regular classroom while providing additional instruction to help them get caught up.

Computer generated assignments, worksheets and tests are used in large group, small group, and individual presentation and review methods. Taking advantage of the school-wide

Title I option, we have been very pleased with the success our students have shown when they are able to work in the regular classroom with their classmates as opposed to being in pull-out programs. The effectiveness of this process in our school is due largely to the use of technology.

5. Eagle Valley has a Staff Development Committee comprised of teachers, parents, community members, certified staff, board members, and administration. This committee decides what educational areas the school district will concentrate on, sets goals for the district, and reviews all staff development requests. This year, the district areas of concentration are math and behavior. This team determines if the request should be approved based on the following criteria: if it is appropriate for the requesting person based on their area of concentration and job assignment (highest priority is given to those who are requesting staff development opportunities in math and behavior), how it will benefit the school system and students, and how the information will be shared with other staff members. Prior training by the staff member, their assigned academic area, their area of licensure, and future assignments are considered when granting or denying staff development requests.

All staff members are encouraged to take part in staff development opportunities to increase their knowledge, methods, and presentation techniques. It is the goal of the committee to keep each staff member up to date on current theories, and best practices. Records are kept of who has attended staff development sessions, what the sessions were, and when they were attended. This information is used to help determine which people and what staff development requests are granted.

When staff members keep updated on the latest information concerning learning and methods, they become better teachers, are more willing to share with their colleagues and are more understanding of differences in students. All of these help staff members to respond to the students in a more caring, nurturing, and personal way. Assignments, presentations, consequences, etc. are all fitted to the individual needs of the students.

## **PART VII - ASSESSMENT RESULTS**

### **Standards for Minnesota Comprehensive Assessments**

**Level I** – Students have gaps in the knowledge and skills. Poor reading skills may impact math comprehension skills. Students need additional instruction because they are typically working below grade level in one or more content areas.

**Level IIa** – Students have partial knowledge and skills. Working at or slightly below grade-level in one or more areas. Supplemental help may be necessary.

**Level IIb** – Students are working and progressing successfully on grade-level material.

**Level III** – Students are working above grade level and are proficient with challenging subject matter. They are typically in the top 25% nationally.

**Level IV**- Students demonstrate advanced academic performance, knowledge, and skills. Performance is well above grade level. They can analyze and interpret complex

problems and situations. Typically rank in the top 5%-10% on nationally administered tests.

\* - Data Not Available

NA – Data for 1998-1999, 1999-2000, and 2000-2001 was only available as Level II (not Level IIa and Level IIb as in later years) so the data for Level II was put in the Level IIa row. Consequently, there is no available data for the Level IIb row.

### **GRADE 3 READING AND MATH ASSESSMENTS**

**GRADE:** Three

**TEST:** Minnesota Comprehensive Reading Assessment

**WHAT GROUPS WERE EXCLUDED FROM TESTING?** None

**NUMBER EXCLUDED:** 0

**PERCENT EXCLUDED:** 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Level IIa	100	91	97	75	79
% At or Above Level IIb	97	70	NA	NA	NA
% At or Above Level III	76	57	67	54	34
% At Level IV	19	17	17	8	4
Number of students tested	37	23	30	24	28
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. FREE AND REDUCED LUNCH</b>					
% At or Above Level IIa	100	88	100	*	*
% At or Above Level IIb	95	75	NA	NA	NA
% At or Above Level III	79	56	59	*	*
% At Level IV	11	25	18	*	*
Number of students tested	19	16	17	*	*
<b>2. NON-FREE AND REDUCED LUNCH</b>					
% At or Above Level IIa	100	100	93	*	*
% At or Above Level IIb	100	71	NA	NA	NA
% At or Above Level III	72	57	77	*	*
% At Level IV	28	0	16	*	*
Number of students tested	18	7	13	*	*

3. SPECIAL EDUCATION					
% At or Above Level IIa	NA	100	33	*	*
% At or Above Level IIb	NA	100	NA	NA	NA
% At or Above Level III	NA	100	0	*	*
% At Level IV	NA	0	0	*	*
Number of students tested	0	1	2	*	*
4. NON-SPECIAL EDUCATION					
% At or Above Level IIa	100	91	100	*	*
% At or Above Level IIb	97	68	NA	NA	NA
% At or Above Level III	76	55	71	*	*
% At Level IV	19	18	18	*	*
Number of students tested	37	22	28	*	*
<b>STATE MEAN SCORE</b>	1517.4	1486.2	1493.8	1461	1428
<b>SCHOOL MEAN SCORE</b>	1588.1	1510.09	1556.3	1457	1414

**GRADE:** Three

**TEST:** Minnesota Comprehensive Math Assessment

**WHAT GROUPS WERE EXCLUDED FROM TESTING?** None

**NUMBER EXCLUDED:** 0

**PERCENT EXCLUDED:** 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Level IIa	100	78	97	88	86
% At or Above Level IIb	97	70	NA	NA	NA
% At or Above Level III	81	30	63	38	43
% At Level IV	22	0	3	8	11
Number of students tested	37	23	30	24	28
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.FREE AND REDUCED LUNCH					
% At or Above Level IIa	100	88	100	*	*
% At or Above Level IIb	95	56	NA	NA	NA
% At or Above Level III	84	31	59	*	*
% At Level IV	21	0	0	*	*
Number of students tested	19	16	17	*	*

<b>2. NON-FREE AND REDUCED LUNCH</b>					
% At or Above Level IIa	100	100	92	*	*
% At or Above Level IIb	100	100	NA	NA	NA
% At or Above Level III	78	29	69	*	*
% At Level IV	22	0	8	*	*
Number of students tested	18	7	13	*	*
<b>3. SPECIAL EDUCATION</b>					
% At or Above Level IIa	NA	100	100	*	*
% At or Above Level IIb	NA	0	NA	NA	NA
% At or Above Level III	NA	0	0	*	*
% At Level IV	NA	0	0	*	*
Number of students tested	0	1	1	*	*
<b>4. NON-SPECIAL EDUCATION</b>					
% At or Above Level IIa	100	86	100	*	*
% At or Above Level IIb	97	73	NA	NA	NA
% At or Above Level III	81	27	68	*	*
% At Level IV	22	0	4	*	*
Number of students tested	37	22	28	*	*
<b>STATE MEAN SCORE</b>	1541.3	1486.0	1503.0	1478	1460
<b>SCHOOL MEAN SCORE</b>	1604.6	1421.4	1493.0	1446	1451

### **GRADE 5 READING AND MATH ASSESSMENTS**

**GRADE:** Five

**TEST:** Minnesota Comprehensive Reading Assessment

**WHAT GROUPS WERE EXCLUDED FROM TESTING?** None

**NUMBER EXCLUDED:** 0

**PERCENT EXCLUDED:** 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Level IIa	97	96	92	82	88
% At or Above Level IIb	79	76	NA	NA	NA
% At or Above Level III	71	64	64	40	44
% At Level IV	24	8	20	0	9
Number of students tested	34	25	25	33	32
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

<b>SUBGROUP SCORES</b>					
<b>1. FREE AND REDUCED LUNCH</b>					
% At or Above Level IIa	95	92	92	*	*
% At or Above Level IIb	77	54	NA	NA	NA
% At or Above Level III	73	38	54	*	*
% At Level IV	27	8	23	*	*
Number of students tested	22	13	13	*	*
<b>2. NON-FREE AND REDUCED LUNCH</b>					
% At or Above Level IIa	100	100	92	*	*
% At or Above Level IIb	83	100	NA	NA	NA
% At or Above Level III	67	83	75	*	*
% At Level IV	25	8	16	*	*
Number of students tested	12	12	12	*	*
<b>3. SPECIAL EDUCATION</b>					
% At or Above Level IIa	67	0	50	*	*
% At or Above Level IIb	0	0	NA	NA	NA
% At or Above Level III	0	0	0	*	*
% At Level IV	0	0	0	*	*
Number of students tested	3	0	2	*	*
<b>4. NON-SPECIAL EDUCATION</b>					
% At or Above Level IIa	100	96	96	*	*
% At or Above Level IIb	87	76	NA	NA	NA
% At or Above Level III	77	64	70	*	*
% At Level IV	29	8	21	*	*
Number of students tested	31	25	23	*	*
<b>STATE MEAN SCORE</b>	1566.7	1552.4	1545.2	1493	1451
<b>SCHOOL MEAN SCORE</b>	1577.1	1539.2	1537.6	1409	1470

**GRADE:** Five

**TEST:** Minnesota Comprehensive Math Assessment

**WHAT GROUPS WERE EXCLUDED FROM TESTING?** None

**NUMBER EXCLUDED:** 0

**PERCENT EXCLUDED:** 0



	2002- 2003	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing Month	April	March	March	March	March
<b>SCHOOL SCORES</b>					
% At or Above Level IIa	97	96	88	82	84
% At or Above Level IIb	85	52	NA	NA	NA
% At or Above Level III	62	44	56	21	31
% At Level IV	18	12	16	3	6
Number of students tested	34	25	25	33	32
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. FREE AND REDUCED LUNCH					
% At or Above Level IIa	95	92	77	*	*
% At or Above Level IIb	77	31	NA	NA	NA
% At or Above Level III	59	15	54	*	*
% At Level IV	23	8	23	*	*
Number of students tested	22	13	13	*	*
2. NON-FREE AND REDUCED LUNCH					
% At or Above Level IIa	100	100	92	*	*
% At or Above Level IIb	92	75	NA	NA	NA
% At or Above Level III	67	67	58	*	*
% At Level IV	8	17	8	*	*
Number of students tested	12	12	12	*	*
3. SPECIAL EDUCATION					
% At or Above Level IIa	100	50	0	*	*
% At or Above Level IIb	0	0	NA	NA	NA
% At or Above Level III	0	0	0	*	*
% At Level IV	0	0	0	*	*
Number of students tested	1	2	1	*	*
4. NON-SPECIAL EDUCATION					
% At or Above Level IIa	97	100	92	*	*
% At or Above Level IIb	88	57	NA	NA	NA
% At or Above Level III	64	48	58	*	*
% At Level IV	18	13	17	*	*
Number of students tested	33	23	24	*	*
<b>STATE MEAN SCORE</b>	1532.8	1502.6	1492.0	1470	1417
<b>SCHOOL MEAN SCORE</b>	1553.5	1464.0	1523.6	1395	1428